

# Moate Community School

## Special Education Provision Policy

### 1. Introduction

Moate Community School is committed to providing an education for its students in a caring and supportive environment. We strive to help each student achieve his or her full potential. A quality system of Special Education Provision is integral to this commitment.

The level of support provided to students with Special Educational Needs is dependent on the resources allocated to the school from the Department of Education and Skills.

### 2. The Special Education Team

The Special Education Team comprises of the Principal, Deputy Principals, Special Education Co-ordinator, Special Education Monitor, Chaplain and Guidance Counsellor.

### 3. Aims

We strive to ensure that our system of Special Education Provision adheres to the principles expressed in the Education for Person's with Special Educational Needs Act (EPSEN) 2004 which states:

- The education of people with Special Educational Needs shall take place in an inclusive environment with those who do not have such needs.
- People with Special Educational Needs shall have the same right to avail of and benefit from, appropriate education as do their peers who do not have such needs.  
and
- That people with Special Educational Needs leave school with the skills necessary to participate, to the level of their capacity, in an inclusive way in the social and economic activities of society and to live independent and fulfilled lives.

### 4. Categories of Special Education Needs

- General Learning Disabilities
- Emotional and Behavioural Difficulties
- Speech and Language Disorders
- Physical and Sensory Disabilities
- Specific Learning Difficulties
- Autism / Autistic Spectrum Disorder

### 5. Formulation of Policy

Our policy for Special Education Provision is formulated by the Special Education Co-ordinator along with the Special Education Team and in consultation with subject teachers, parents and students with Special Educational Needs.

### 6. Implementation of Policy

- Collate all relevant information for each student with Special Educational Needs.

- ❑ Timetabling for resource and learning support within the framework of the school timetable.
- ❑ Facilitation of curricular modifications and skill specific programmes e.g ICT, to meet the needs of students with Special Educational Needs where resources allow.
- ❑ Provision of Special Educational Needs Register to each teacher in the school which lists each student for whom a psychological assessment is on file and identifies the assessed need of the student. A brief explanation is provided on each of the assessed conditions and some classroom guidelines for teachers.
- ❑ Access to psychological reports at the request of individual subject teachers.
- ❑ Encourage collaboration between learning support teachers and individual subject teachers.
- ❑ Endeavour to implement a plan for each student who is in receipt of allocated resource hours.
- ❑ Programme planning using differentiated teaching methods and which incorporate appropriate assessment procedures.
- ❑ Provision of after school support e.g. Homework Club where resources are available.
- ❑ Endeavour to ensure that students deemed in need of Reasonable Accommodations at Certificate Examinations will receive their entitlement. The procedures of the State Examinations Commission will be strictly adhered to.
- ❑ Exemptions from Irish are sought where appropriate and the procedures of the Department of Education and Skills will be strictly adhered to (Circular 12/96).
- ❑ Liaison with External Agencies and Support Services.
- ❑ Communicate policy and procedures to parents of students with Special Educational Needs.
- ❑ Accurate record keeping of any and all provision made for each student with Special Educational Needs.

## **7. Monitoring Procedures**

- ❑ Liaison between Class Tutors, Yearheads and the Special Education Team to gather feedback from parents and subject teachers.
- ❑ Weekly review of ongoing procedures by the Special Education Team.
- ❑ Review of resource and learning support class groupings by the Special Education Monitor.
- ❑ Principal and Deputy Principals will review procedures with relevant personnel and report to the B.O.M. once per term.

## **8. Success Criteria**

- ❑ Access to a broad and balanced curriculum for students with Special Educational Needs.
- ❑ Parents, teachers and students are satisfied that the student is benefiting from these procedures.

## **9. Review Procedures**

- ❑ Policy is reviewed annually by Principal, Deputy Principals and Special Education Team.